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ABSTRACT

Questionnaires sent to 60 black colleges were designed to provide information concerning characteristics of the chief officers, including salaries by size of institution and by level of education, experience of selected admissions officers, supporting staff, student recruitment duties, admissions procedures, space and facilities, and budgeting and finance. Results of the survey based on the 40 returned responses indicate that admissions officers in balck colleges are adequately trained to fulfill their professional obligations. Admissions officers are being treated increasingly as professionals, important cogs in the wheels of academic governance at black colleges, and they are receiving faculty rank and tenure. These administrators are chairing important committees and serving on committees that affect the basic policies and operations of their institutions. In many cases, however, admissions of officers may spread too thinly without adequate assistance. (MJM)

ANSWERS

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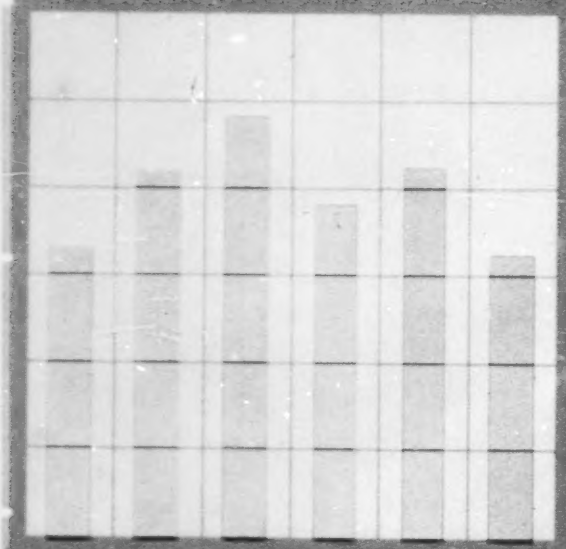

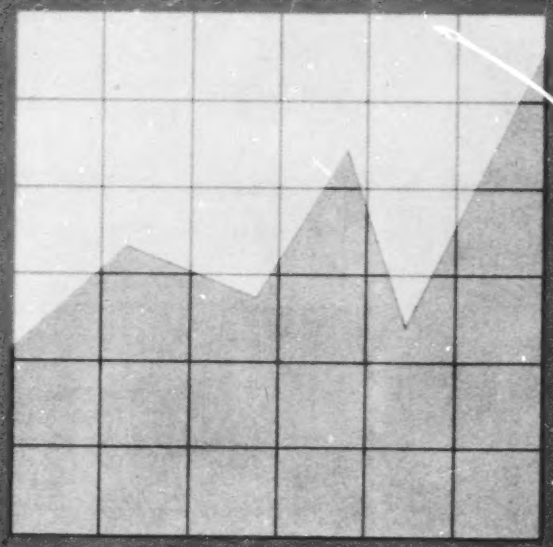

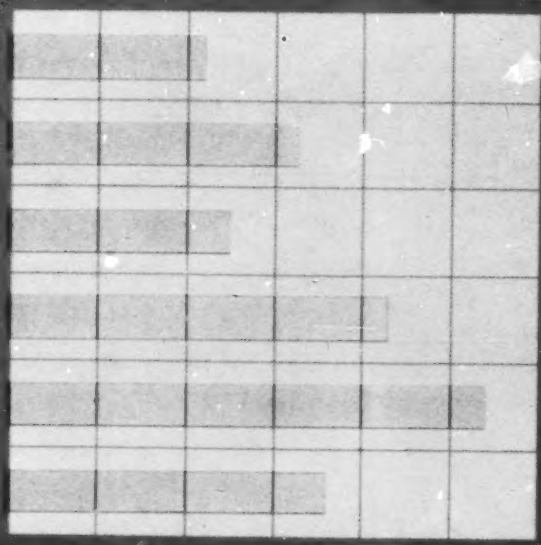

U.S. DEPARTMENT OF HEALTH
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EDUCATION

REPORT OF
THE SURVEY OF ADMISSIONS OFFICERS
IN SELECTED BLACK COLLEGES
in the Moton Consortium on admissions and fi: ancial aid

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REPORT

OF THE SURVEY OF ADMISSIONS OFFICERS
IN SELECTED BLACK COLLEGES
(IN THE MOTON CONSORTIUM ON ADMISSIONS AND FINANCIAL AID)

Prepared
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May 1, 1974

Introduction

It is recognized more and more that black colleges educate a large portion of the college-going population. It is also realized that the jobs performed by these colleges in the education of young people are important and useful ones. There is also growing acknowledgement that black colleges are deserving of both financial help and professional help as developing institutions.

To help black colleges in their developing roles, it is necessary to focus in on different operations within these institutions and attempt to determine the nature of the processes and the processors in order to provide the professional assistance that they need. It was with this thought in mind that the Moton Consortium on Admissions and Financial Aid (MCAFA) conducted the survey of admissions policies and practices that is reported on herein.

Methodology

A questionnaire for soliciting the needed information was prepared. All black colleges that had been invited and accepted as participants in MCAFA were sent a questionnaire. The questionnaires were sent to individuals in the institutions that had been identified as persons responsible for admissions. In some cases, institutions did not have the chief admissions office filled. In such cases, the questionnaires were sent to the officer who was acting until an admissions officer could be appointed. Questionnaires were sent to 60 Black colleges. Of these, 38 were private institutions and 22 were public.

There were 40 questionnaires returned. These responses were coded then converted to a form that could be processed by a computer. Only frequencies, percentages, and measures of central tendency have been utilized in the analysis of these data.

These reports from 40 black colleges represent a cross section of the institutions in MCAFA and, most probably, a cross section of black colleges in the nation. It is not unreasonable to assume that most of the findings reported in this document are applicable to all black colleges.

Institutional characteristics of Black colleges included in this report vary somewhat in size, calendar and percentage of students enrolled from the state in which the institution is located.

TABLE I. SIZE, CALENDAR AND IN-STATE PERCENTAGE OF STUDENTS IN FORTY BLACK COLLEGES

Size	No. of Colleges	Calendar	Percent of In-State Students
To 399	2	Semester	80%
400-799	10	Semester +	75%
800-1199	8	Semester	55%
1200-1799	4	Semester	75%
1800-2499	9	Semester o	85%
2500 & over	7	Semester *	75%

+ = One Trimester & One Quarter
0 = One Quarter
* = Two Quarters

The institutions represented in the study are comparatively small, as can be seen from Table I. This small size has several advantages. Of course, it is easier for students to find an identity, but it also means that opportunities for meaningful participation are enhanced. An institution of 25,000 students can still have only about 150 band players and 10-12 majorettes. There has not been extensive experimentation with non-traditional calendars.

As expected, the colleges enroll high percent-

ages of in-state students. This results from a large majority of the students not having the funds to travel far from home. Over 50% of the institutions have 75% or more of their students from the states in which they are located. Only three institutions had fewer than 50% of their students from the states in which they are located.

The Admissions Officer

The chief admissions officers in the colleges in the survey have many different titles. There does appear to be some relationship between title and level of education. All officers who possess the earned doctorate were titled "Dean of Admissions" or "Dean of Admissions and Registrar/Records." Quite a number of institutions still use the title of "Registrar" for the person responsible for admissions, registration and records. Nine professionals reported that they have the mentioned title.

The following title usage was reported by respondents: "Director/Dean of Admissions and Records/Registrar – 12; Dean of Admissions – 10; Registrar – 9; Director of Admissions – 7; Admissions Officer – 1. The titles reflect the fact that in a majority of institutions the functions of admissions and records are the responsibility of one person.

The variation in salary received by the respondents is somewhat surprising. The range is from $7,000 to $21,000.

There does appear to be some relationship between salary and size of institution. The six persons receiving the highest salaries are all located in institutions of 1800 students and above.

It is surprising to find that the respondents holding Ph. D. and Ed. D. degrees draw salaries

TABLE II. SALARIES OF ADMISSIONS OFFICERS BY SIZE OF INSTITUTION

Size	$ 7,000-10,000	$10,001-13,000	$13,001-16,000	$16,001-19,000	$19,001-21,000	$21,001-and over	No Response
To 399	1						1
400-799	4	5	1				
899-1199		5	1				2
1200-1799	1	1	2				
1800-2499		2	1	2		1	1
2500 and over	1	2	2	3			1
TOTAL	7	15	7	5		1	5

TABLE III. SALARIES OF ADMISSIONS OFFICERS BY LEVEL OF EDUCATION

	$ 7,000-10,000	$10,001-13,000	$13,001-16,000	$16,001-19,000	$19,001-21,000	$21,001-and over	No Response
Bachelors	5	3	1				2
Masters	2	11	3	4			2
Doctorate		1	3	1		1	1
TOTAL	7	15	7	5		1	5

that are not consistently higher than masters degree holders. Admissions Officers with only bachelors degrees are somewhat below the mean for masters holders, as can be seen from Table III.

The educational level and experience of the admissions officers in the responding colleges are encouraging. Table III shows that 66% of the respondents have masters and doctors degrees.

TABLE IV. EXPERIENCE AND EDUCATION OF SELECTED ADMISSIONS OFFICERS

Educational Level	Professional* Experience	Admissions* Experience
Bachelors	16	7
Masters	17	6
Doctorate	16	6

*Average number of years.

It is surprising to note that though the respondents have many years of professional experience, they are relative new-comers to the admissions field of endeavor. One half of the respondents have 20 or more years of total professional experience, yet almost one half of the group (42%) have no more than three years of admissions experience, and 27 respondents (67%) have eight or fewer years of admissions experience. Responses indicate that the level of education bears little relationship to the years of experience.

The tenure of respondents in their administrative positions, however, does correspond favorably with the tenure of respondents in a national survey conducted by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).[1] The Report indicated that 43.7% of the respondents had been in their present positions for 1-4 years; 28.5% had been in their present positions for 5-10 years.

The responses indicate that tenure and academic rank are possessed by about one half on the respondents. Responses were inconclusive as to the extent of availability in those institutions where the respondents did not already possess academic rank and tenure.

Analysis of responses indicate that 20% of the admissions officers spend over 90% per cent of their time in admissions work. Yet, 25% spent at least 50% of their time in registration and records work. Few respondents spend more than 25% of their work hours in student recruitment. However, it does appear that two thirds of the respondents have some responsibility for student recruitment.

Respondents indicate that their positions are well respected within the administrative hierarchy in their institutions. Data show that 11 (27.5%) respondents report directly to the president, while 26 (65%) respondents report directly to the Vice President for Academic Affairs or the Dean of Instruction. Only two (5%) respondents reported through the students services area. This is in marked contrast to the AACRAO report, which stated that 23% of the respondents through student services.

The most frequently mentioned committee service was the Admissions Committee (65%) and the Financial Aid Committee (38%). It was somewhat surprising to note that 12 (30%) respondents indicated that they were not members of the Admissions Committee.

Responding admissions officers have not neglected their professional growth. Responses indicate that AACRAO (50%) and the National Association of College Deans, Registrars, and Admissions Officers (33%) are the most frequently joined organizations. (No doubt, these frequencies would have been higher, but 11 re-

[1] *American Association of Collegiate Registrars and Admissions Officers Newsletter*, Special Edition, 1973, p. 13.

spondents did not respond to the question). Only four respondents had not attended a workshop or seminar during the last two years. The median number of workshops attended was two.

Supporting Staffs

The office staff that deals with admissions is quite small in the reporting institutions. Responses indicate that the average office has about two professionals and two or three clerical workers. There is, of course, a relationship between size and number of staff members. The data indicate that there is one professional for every 600 students and one clerical for every 500 students.

The median range for professional staff salaries is $8,000 to $10,000 dollars per year. The highest professional staff member salary reported was in the 14,000 – 15,000 dollar range. Clerical salaries most frequently reported ranged from 4,000 to 7,000 dollars. There are wide variations in the salaries of clerical workers due to differences in education and experience. Over 25% of the respondents did not respond to the question on staff salaries. All respondents except three, reported that students worked in the admissions office. The median number of student workers was four, though one respondent reported that over 10 students were assisting in the work of the office.

In 22 of the 40 institutions, an admissions committee existed. Ten institutions had committees that dealt with admissions and other areas, such as financial aid, academic standards, recruitment, academic regulations, and so on. The average admissions committee had 4-6 administrators, 5 – 7 faculty members and two students. The general trend was for administrators to be appointed, faculty members to be elected and students to be selected by student government associations. Thirty of the forty respondents indicated that the primary role of the committee is to combine policy making with acting on cases referred to the committee. The median number of meetings held during the past year (1972-73) was five.

Student Recruitment

More admissions officers reported that they were not responsible for student recruitment than reported that they were responsible for it. Only 17 of the 40 respondents reported that the admissions officer also handled student recruitment. Separate recruitment committees exist in 25 institutions. Five institutions have one committee handling admissions and recruitment. About one-half (47.5%) of the respondents indicated that the committee's primary function is to combine policy making with field recruiting. Nine respondents (22.5%) indicated that the recruitment committees in their schools were primarily responsible for policy making and campus recruitment.

Three fourths of the respondents related that a master plan for recruitment is developed each year. A similar number indicated that an analysis of enrollment and needs contribute raw data for the master plan. Respondents indicated that a variety of people were involved in recruiting efforts. Two-thirds of the institutions utilize both faculty members and students in the recruitment effort. The greatest frequency of response (26 respondents) for use of auxiliary personnel occurred for use of Alumni. In-service training sessions were reported to be held for recruiters in 24 institutions.

Various recruitment activities are engaged in

by a majority of the responding institutions as can be seen from Table V.

TABLE V. RECRUITMENT ACTIVITIES UTILIZED

Activity	Yes	No
High school visitations	39	0
Junior/Community college visitations	36	3
Prospects' home visits	24	15
Meeting with school officials	34	5
Using outside agencies	23	16
No Response	1	

Respondents indicated that the need for more brochures is prevalent. This need was expressed by 28 (70%) of the respondents. Few respondents felt that additional bulletins, fact sheets and advertising are needed for student recruitment activities.

Admissions Procedures

Many respondents (29) indicated that they had some type of application deadline. The most frequently mentioned times were July 1st, August 1st and "one month prior to registration." Comments of respondents indicate that though deadlines exist there is considerable flexibility in considering applications submitted after the deadline.

Most of the institutions (34) require an application fee that is received by the admissions office (26). The fee ranges from 5 to 20 dollars with 15 dollars being the median fee. Several respondents (25) indicated that a deposit is required to complete the acceptance for entrance process. The median payment is from 21-30 dollars. Two institutions require over 50 dollars. Reply to acceptance by letter is required by 13 of the 40 institutions. However, many of these same institutions are included in the 32 which accept "Walk on" applicants. Thus, the importance of notifying the admissions office is diluted somewhat.

The respondents' replies indicated that standardized test scores are still required. Ten institutions require American College Test (ACT) scores, 15 institutions require Scholastic Aptitude Test (SAT) scores, and 10 colleges will accept either ACT or SAT. Four institutions do not require standardized test scores as a condition of admission. A small number of institutions (8) have definite cut-off scores on ACT or SAT. In every case, not more than 35% of the respondents indicated that specific ranks-in-class, minimum grade point averages and recommendations were absolute requirements for admission. It appears that the admissions officers are evaluating the total profile of a student in determining eligibility, rather than adhering rigidly to arbitrarily imposed fixed standards.

The table below shows the frequency of responses to some aspects of admission that have bearing on effectiveness of the operation.

TABLE VI. FREQUENCY OF SEVEN ADMISSIONS PROCESSES

Process	Yes	No
1. Health certificate required prior to acceptance	28	10
2. Financial aid application sent with admissions application	27	11
3. Applicants list sent to Financial Aid office	34	5
4a. Admissions office selects academic scholarship recipients	20	–
4b. Financial Aid office selects academic scholarship recipients	20	–
5. Statistical reports prepared	38	1
6. Annual report prepared	32	7
7. Office manual developed	21	18

Table VI shows that the responding admissions officers are quite consistent in their handling of the listed processes with the exception of the development of office manuals.

Space and Facilities

Of the 40 respondents, 23 indicated that their space allocation was inadequate. More office space was listed as a need by 15 respondents. More file space was listed as a need by five respondents, while five respondents listed a need for more storage space.

Admissions and financial aid offices are in the same building in 20 colleges. In 15 others, they are in close proximity.

Respondents of 19 institutions indicated that electronic computer services were available. Of this number, 14 were public institutions. The responses indicated that other general equipment, such as typewriters and calculators were available in good supply.

Budgeting and Finance

Control over planning and spending the budget for the admissions office was felt to be adequate by 75% of the respondents. Lack of adequate control was expressed by 18% of the officers.

TABLE VII. ADEQUACY OF BUDGETARY CONTROL

Area	Yes	No
Admissions office	29	7
Salaries	8	30
Supplies	29	10
Equipment	17	22
Publications	15	21
Travel-Meetings	20	18
Travel-Recruitment	21	15
Communications	28	10

It can be seen from Table VII. that the respondents feel that they need greater budget control over – or bigger budget – in, at least, three areas: salaries, equipment and publications. Concern is expressed extensively over budgeting for travel to professional meetings and for student recruitment.

Conclusions

The results of the survey indicate that admissions officers in black colleges are adequately trained to fulfill their professional obligations. They have a wealth of experience on which to draw as they gain experience in the rigors of admissions work.

Admissions officers are being treated increasingly as professional, important cogs in the wheels of academic governance at black colleges. They are receiving faculty rank and tenure. These administrators are chairing important committees and serving on committees that make decisions that affect the basic policies and operations of their institutions.

In many cases, admissions officers may be spread too thinly without adequate assistance. To serve as admissions officer, registrar and director of recruiting is a demanding job unless there is a top assistant in each area. It is beneficial to have one person coordinate all of these activities because they are so closely interrelated. But to expect one person to direct the day-to-day operations of these three areas and perform efficiently and effectively is unrealistic, except in institutions that are quite small.

Some attention needs to be given to requiring an application fee, especially a non-refundable one. In the first place, most students submitting applications to black colleges can ill afford to pay an application fee. Secondly, developing institutions should be enacting processes which

eliminate barriers to students who might wish to pursue a college education, not perpetuating practices that tend to discourage a segment of the populace from making that all-important first step toward seeking higher education. The situation of these colleges is different from those that attract several applicants for every place in the freshman class.

Though this is a time of "tight money" for most colleges in general and black colleges in particular, administrators of these colleges must give more attention to the requests of admissions offices for funds. Responses to the survey indicated that this is especially true in the areas of salaries, publications and equipment. The lifeblood of any institution of higher learning is its students. Persons charged with keeping this lifeblood flowing need to be provided with the necessary funds to perform their tasks in the most effective manner.